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ABSTRACT

This handbook is designed to provide parents with information about gifted children and the Gifted & Talented Education (G.A.T.E.) Program. An initial section reviews California legislation regarding gifted students. Characteristics of gifted and talented children are described and suggestions are given for parents to enhance young children's development. Common myths about gifted children are explored. Identification efforts focus on students with high intellectual ability and/or high achievement. Among goals of the gifted program are differentiated learning opportunities and opportunities for developing healthy self concepts. Program options are cited for elementary (cluster groups and special day classes) as well as secondary programs. Desirable characteristics for teachers of gifted students are listed. A final section discusses ways in which parents can help their children, including allowing time to daydream and understanding the difference between encouraging and pushing them. Organizations and resources for parents are listed, followed by resources for students. (CL)

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Parent Handbook for G.A.T.E. Program

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Corona-Norco Unified School District

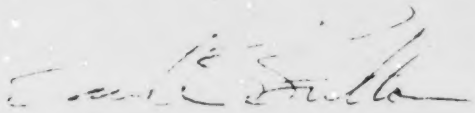
CORONA-NORCO UNIFIED SCHOOL DISTRICT

PROGRAMS FOR GIFTED & TALENTED STUDENTS

BY: PAT A. SCOTT, PROGRAM SPECIALIST
GIFTED & TALENTED EDUCATION

The Corona-Norco Unified School District is committed to the proposition that any nation that does not prize and nurture its gifted students will have an inferior society. This does not mean that education should be organized for elitism, but rather that gifted students must be encouraged to the maximum extent possible toward self actualization in ways which will benefit both themselves and society.

This booklet is designed to give parents information about the district's programs for gifted and talented students (GATE) and to provide guides for parents in helping students who are gifted. You are urged to contact your child's GATE teacher or the district coordinator if you have questions, problems, or suggestions.



PARENTS HANDBOOK

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WELCOME TO PARENTS

This handbook was written with the hope that it will explain the program options offered by the Corona-Norco Unified School District for gifted and talented students. Because your child is involved in one important phase of the program, we felt you would be interested in all the opportunities that are available as a student progresses from grade level to grade level.

TOGETHER WE CAN!

LEGISLATION

Effective June 30, 1980, the California Education code that regulated programs for Mentally Gifted Minors was replaced by AB 1040 and revised to be Programs for Gifted and Talented. This legislation will remain in effect until June 30, 1985.

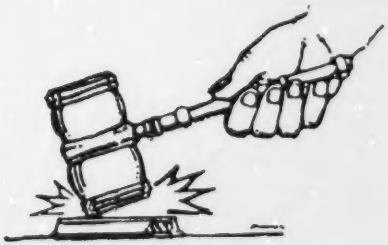
The intent of this legislation is to:

1. Improve the quality of existing programs for gifted and talented pupils.

2. Ensure full participation of pupils from economically disadvantaged and varying cultural backgrounds.

3. Encourage experimentation with a variety of programmatic approaches and cost levels.

4. Provide for the identification of gifted and talented pupils by individual school districts in a variety of ways; so long as this does not diminish the quality of programs for individual pupils.



WHAT IS A GIFTED AND TALENTED CHILD?

WHAT DO SOME PEOPLE CALL THEM?

In the past a great many terms have been used to describe the gifted child. These children have been called precocious, supernormal, brilliant, talented, brainy--quick or fast or rapid learners--quiz kids, egg heads, geniuses. Not all of the words have been used in praise. Even the more complimentary terms have sometimes been said in scorn.

And through the years, various word pictures have attached themselves to the terms. When some people hear a child referred to as gifted, bright, or a prodigy, they think of a cartoon of a cute little fellow with oversized glasses, reading through a stack of big, heavy books. Others, however, think of nothing so amusing. They are likely to use such words as peculiar, odd, freakish, cracked, screwball, eccentric, neurotic, unstable, queer, abnormal.

WHAT ARE THEY REALLY LIKE?

Study after study says: "Gifted children are not that way." A gifted child is neither the weird nor the comic-strip character so often thought of. And, from the other side of the coin, neither does he have all of the desirable traits and characteristics attributed to the gifted.

Comparative studies made of large numbers of gifted and average children show that gifted children are more likely to be the largest, strongest, and healthiest.

Far from being misfits, most gifted children have good mental health, get along well with people, are alert and happy.

As a group, they have more interests than a group of average children. They tend to learn more and are quicker. They are more discriminating, better able to keep their minds on a subject, more successful in thinking for themselves, solving problems, inventing, creating, and improving. They stick to a task they are interested in longer than the average child. They mature earlier.

SOME EARLY SIGNS

At a very early age, some children may show signs of having unusual ability. Few children have all of the talents we shall talk about. Most of them have only one kind.

Children who may be talented along academic lines usually begin talking at a very early age. They may know and correctly use many more words than other children of their age do. They may speak in sentences before other children do.

They remember details exceptionally well. Some of them are interested in calendars, clocks, and numbers. They can keep their minds on a subject longer than other children. They are especially good at remembering and reporting on facts about things they have seen or heard. They have insatiable curiosity. They're the penetrating questioners and really are interested in the answers and probe deeper and deeper into a problem. They also like to work on their own problem. Often they read before starting to school, without any formal teaching, but by asking what this and that word means, in books, signs, newspapers, following the words with their eyes as their parents read, gradually building up the skill almost by themselves.

The very young child may show his interests and promises in art by beginning to draw, finger paint, model in clay, or carve in soap. He may show quite a knack for color and design. Often these traits go along with an unusual interest in art exhibits and museums, in other persons' drawing, painting, and sculpture.

Some children have an early interest in music. Not only do they love to sing but they are able to carry tunes quite well. They enjoy rhythm and melody. They may be skilled at playing some musical instrument at an extremely early age.

Talent for working well with other people is another gift. Some very young children may show this talent for leadership. It may come to light in many ways, in their ability to get along with others, their understanding and management of situations, their tactfulness, and regard for other people's feelings.

YOUR CHILD'S EARLY YEARS

Every child's first 4 or 5 years form one of the most important spans of his life. During that time the foundations for mental and physical health are laid.

Infancy and the years before he starts school are busy times indeed. Every waking minute is taken up with learning some new and complex task. He's becoming acquainted with his parents and family, learning to walk and talk, making his first contacts with a great number of ideas and things and with the outside world.

When he's about 3 years of age, he may want to branch out. Up to this time, he's been pretty well

satisfied to stay at home, playing by himself or with his brothers and sisters. Now he'll want to begin going out into the world. Maybe there's a good nursery school in your town, or a play group that meets for an hour or two each day, since a longer daily program is too tiring for some young children. If your town has either, consider enrolling your child. Being in a group of children of his age helps him become a more social human being. If no nursery school is available, or if costs are too high, try to arrange for him to be with neighborhood children. Some groups of parents organize their own nursery school.

THEY NEED REASSURANCE

Unusually gifted children may need some help in understanding why they may be set apart. They need to know something about how the outside world may see and react to their being unlike most others.

That gifted children may need reassurance of their standing and worth may be surprising. Yet, most of them do. Far from being stuck up or conceited, usually they are very modest. Some don't even believe that they are brighter than other children, or that they can do some things that are impossible for most other children to do. One educator said: "They need to be built up far more than they need to be taken down." When some of these children can't learn a new skill quickly, they may actually feel inferior and develop a deep sense of insecurity. They are more critical about themselves than most other children are.

Some few gifted children may be intellectual snobs -- but these are rare and much of the way they act probably reflects their parents' attitudes.

Such a child needs to know that he's lucky to have a quick mind or is able to create or perform in a certain way, and he should be thankful for that. He should also learn to know that a bright mind, or any other kind of gift, in itself is by no means the most important thing in life. It won't by itself make him a better person or a more valuable member of society.

THEY NEED TO UNDERSTAND THEMSELVES

They need to know wherein they differ, and learn to accept and understand their own individualities. They need to be helped to value variety among human beings, as they value variety among plants, animals, and the days of their lives. They need to realize that differences among people are often of ultimate value to the human race.

WHEN HE ASKS QUESTIONS

With gifted children, the question-and-answer period may seem to be a continuous process. Don't brush off a sincere or genuine question your child may have. If you are unable to answer it, tell him so. He'll respect you more for this than if you mislead him or give him the runaround. Tell him that you will try to find out; or that you will help him find out; but only if you really intend to do so. Always being willing to answer or discuss questions encourages more questions and keeps his priceless curiosity alive. In this way, he grows and develops.

Sometimes instead of giving an answer you may know, urge him to try to find the answer himself. This will help him take another step on the road to independence.

THE GIFTED CHILD'S IDEAL

A great many articles about gifted children have talked about the kind of teacher who is best for a gifted child. Children themselves have been asked. From their answers you can get a fairly clear idea of the kind of person they want to be their teacher.

They want a friendly, alert, understanding person, fair and helpful. They want consistency in their discipline. They want a person who is strong and healthy and has a sense of humor. They want someone who will let them assume some responsibility. They want someone who will give them challenging assignments and demand that they be completed; who will allow them to be different and not resent it if they know more about a subject than the teacher himself. They want to like and respect the person who teaches them and to regard him as an example.

Self-appraising parents will want to take a look at this picture, too, knowing they are, after all, their child's first, most important, and most continuing teacher.

Don't despair. Few of us--parents, teachers, or anyone else for that matter--have all of the qualities that it takes to be the ideal parent of a gifted child. Possibly, every such parent has often thought: "This is too big a job for me. I'm not up to it. I don't have what it takes. I can't give him what he needs."

At those low-ebb moments, before you question your adequacy, consider the meaning of this important fact: this child didn't just happen. What he is, you have given to him, or helped him fashion.

CHARACTERISTICS OF THE GIFTED & TALENTED

YOUR GIFTED CHILD.....

1. Learns rapidly, absorbs readily; has a long attention span; may immerse himself in one project, to the exclusion of all others.

2. Is self-motivated; may be a non-conformist. The more highly gifted, the greater the deviance.

3. Has great curiosity; wants to know "why"; tries to substantiate information.

4. Is inventive, creative, flexible.

5. Has strong intellectual drive, strong desire for knowledge.

6. Is friendly and outgoing; tends, however to associate with his mental peers.

7. Is bored by the obvious, by needless repetition, by routine.

8. Tends to be emotionally stable; is able to cope with own problems.

9. Grasps concepts, generalizations, abstractions, easily; uses insight rather than memorization.

10. Acquires basic skills rapidly, with a minimum of practice.

11. Tends to assume leadership roles.

12. Has high expectations of self and others; may become frustrated.

13. Has a wide range of interests.

14. Has a highly developed sense of humor; is sensitive and responsive.

15. Rebels against irrelevant learning requirements, points out conflicting social values, challenges authority.

16. Is verbal; has large vocabulary.

17. Generates many ideas and multiple solutions to problems.

18. Prefers independent, individualized study.

19. Becomes excited about new projects but may not carry them through.

20. Prefers independent, individualized study.

21. May tend to be isolated; sense of own uniqueness may lead to feelings of loneliness.

22. Can select and organize materials.

23. Is able to relate cause and effect.

24. Likes complex tasks; processes information in complex ways.

25. Likes new ways of doing things, interested in creating, brainstorming, freewheeling.

YOUR GIFTED CHILD IS A GIFT TO YOU,
TO BE LOVED, UNDERSTOOD, AND GUIDED.

MYTHS ABOUT THE GIFTED

THE GIFTED CHILD WILL GET ALONG

Not necessarily. Many gifted children are underachievers. Possibly 20% of our high school dropouts are gifted. A gifted child needs a structured environment and adults to guide and challenge him, just as other children do.

A GIFTED CHILD CAN BE HANDLED ADEQUATELY IN A REGULAR CLASSROOM -- JUST GIVE HIM MORE WORK

Gifted children need qualitatively different programs because they absorb and process information much faster and in a different way than ordinary students. Gifted children, of all people, detest busy work.

GIFTED CHILDREN CAN BE PUT TO WORK IN THE CLASSROOM HELPING OTHERS

Sometimes, perhaps. But helping others will not educate a child on his own level; and he is put in a difficult role, that of a child teaching his own peers.

GIFTED CHILDREN ARE ALWAYS POPULAR

Many of them are. But some, especially the highly gifted, must face the hostility of a society which dislikes differences. Very gifted children are deviates. They may learn to play the adjustment game and deny their gifts. They may be loners, isolated, unable to find a compatible group.

GIFTED CHILDREN MUST LEARN TO GET ALONG WITH THEIR PEERS

Who are their peers? They may have one set of peers socially and another intellectually. Gifted children stimulate each other; they should be allowed to work together, at least part of the time.

THE GIFTED ARE OUR FUTURE LEADERS

There are different kinds of leaders. Intellectuals who work with ideas are not necessarily successful in leading people.

GIFTED CHILDREN SHOULD BE ALLOWED TO "BE CHILDREN"

True, but as Burroughs says, "Let him be the child he is." His idea of fun might be to work all night building a telescope.

GROUPING BY ABILITY CREATES AN ELITIST SOCIETY

Snobbishness, some say, originates with parents, not children. We group children in other ways, e.g., athletes and musicians. Children who are forced into dull (to them) routine work may create a worse kind of grouping: the hostile dropout.

EVERYONE IS GIFTED; HELP ALL TO ACHIEVE

Of course. But just as no coach insists all his athletes run at equal speed (the speed of the slowest), so educators cannot insist that every child achieve at the same level.

IDENTIFICATION

GATE Programs are for students who are functioning, or have the capacity to function, at the very superior range of ability.

The Corona-Norco Unified School District identifies students in one of two categories listed below:

- Intellectual Ability

  Students who score 131 or above on an individual I.Q. test administered by a school psychologist are qualified for the GATE Program.

- High Achievement

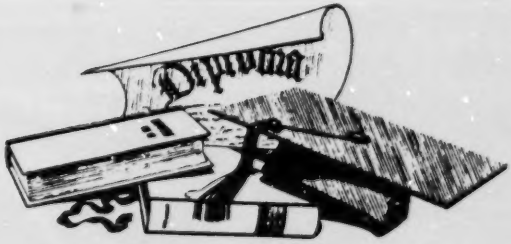
  Students who consistently produce ideas and/or products of excellence, and who achieve over-all in the above-average range as measured by a standardized test, are qualified for the GATE Program.

Special considerations are also made for students whose linguistic, economic, or cultural differences may be affecting the student's performance.

PROGRAM GOALS

The program goals are to provide the Gate student:

- Differentiated learning opportunities commensurate with the individual pupil's abilities and/or talents
- Alternative learning environments
- Opportunities for developing sensitivity and responsibility to others
- Opportunities for developing commitment to constructive ethical standards
- Opportunities for developing self-generating problem-solving abilities to expand each pupil's awareness of choices for making satisfying contributions to his/her environment
- Opportunities for developing healthy self-concepts.



GIFTED & TALENTED PROGRAM OPTIONS

ELEMENTARY PROGRAMS

The Corona-Norco Unified School District offers two program options at the elementary level.

1. Cluster Group

   A cluster group is established by identifying 10 or more students at a given grade level and placing them together with a teacher at their home school.

   The cluster group becomes a feature of the regular classroom, and the GATE plan merely takes advantage of it. These groups are designed as a way of delivering instruction customized to each group's level of accomplishment. GATE inservices are made available to teachers to give them information about the strengths of gifted and talented students. Further, inservices promote a model of instruction -- a way of teaching that develops those strengths.

2. Special Day Classes

   A special day class is composed exclusively of pupils identified as gifted and talented. These classes are designed to meet the specific academic needs of GATE students and are taught by a teacher who, in the judgement of the administrative head of the district, has specific preparation, experience, and personal attributes desirable for a teacher of gifted children.

   These classes are located within the district at school sites where space is available and

the district provides bussing for the students. Special day classes are currently provided for 3rd, 4th, 5th, and 6th grades only. These classes are both accelerated and enriched.

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SECONDARY PROGRAMS

At the junior high level, grades 7 through 9 identified GATE students are programmed into an honors English and an honors Social Studies class. This guarantees that for two periods of the day these students' higher level thinking skills are being addressed.

The high school program, grades 10 through 12, consists of placing the GATE students in honors English grammar, which consists of composition and American and English Literature classes. In Social Studies, students are programmed into the honors History, Government and Economics classes.

CURRICULUM

The Program Goals are incorporated into the Corona-Norco Unified School District's curriculum guides. The guides were developed by teachers in the GATE program and are based on Bloom's Taxonomy.

The taxonomy is a hierarchy of learning processes. Each level of learning is based on the previous level.

The levels and a brief description of each follows:

- KNOWLEDGE: Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lower level of learning outcomes in the cognitive domain.

- COMPREHENSION: Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), and by interpreting material (explaining or summarizing). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

  Research indicates that as much as 80% of classroom instruction time is spent at the above levels.

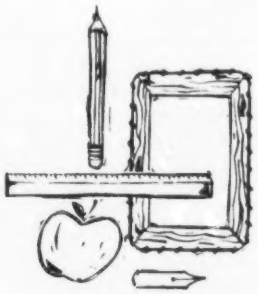
- APPLICATION: Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

- ANALYSIS: Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

- SYNTHESIS: Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme of speech), a plan of operations (research proposals), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

- EVALUATION: Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal (organization) or external criteria (relevant to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgements based on clearly defined criteria.

The GATE program curriculum is appropriately differentiated by means of teaching, learning, and practicing the skills related to the higher level of cognitive processes of analyzing, synthesizing, and evaluating. These skills in turn will be part of the processes involved in the strategies of problem solving, critical thinking, and creativity. On-going monitoring of this curriculum is done by the program specialist on a monthly basis with each teacher in the GATE Program.



CHARACTERISTICS AND ATTITUDES MOST DESIRABLE FOR A TEACHER OF THE GIFTED

An outstanding teacher is essential for the success of any program; but it is of paramount importance that a teacher of the gifted pupils:

1. Appreciates interacting with gifted pupils and enjoys their spontaneity
2. Enjoys learning from students as well as teaching them
3. Respects pupils' ideas and values their input
4. Possesses a sense of humor; can admit mistakes and is able to laugh at himself
5. Appreciates the process of learning as well as the end product
6. Possesses sufficient inner-confidence to function successfully with the gifted
7. Approaches subject matter with enthusiasm
8. Capitalizes on a wide range of classroom experiences
9. Utilizes pupils' contributions in class discussions and assignments
10. Allows and encourages a wide range of classroom activities from quiet independent study to dynamic group interchange of ideas
11. Realizes that gifted pupils have a great need to interact with each other and allows ample time for such interacting

12. Recognizes that gifted pupils have varied psychological as well as educational needs and interests and individualizes activities accordingly

13. Emphasizes academic skills for gifted pupils, such as critical thinking, problem solving, the analysis of the historical development of ideas, and the interrelationships and interdependencies between thoughts and knowledge

14. Individualizes instruction and is knowledgeable and comfortable with multi-media techniques and specialized materials

15. Has the ability to relate well to colleagues and parents of gifted learners and to conduct professional meetings for their benefit

HOW PARENTS CAN HELP THEIR CHILDREN

Parents are their children's first teachers and as such have the greatest and most lasting impact on their lives. They are first in line to offer values, shape attitudes, and dispense information. So, if you are the parent of a gifted child, take heart, rise to the challenge, and cross your fingers; your child may be our president one day, write a perfect symphony, find a cure for cancer, or improve the quality of our lives in whatever direction his or her gifts lead.

HELPFUL HINTS.....

1. Gifted children are children first and gifted second. A five year old may be able to solve mathematical problems worth bragging about to the grandparents, but he has only lived five years, and only behavior reasonable for a five year old should be expected of him.

2. Enjoy! Of all the problems children have, giftedness is the best one. Your gifted child may try your stamina and endurance at times, but enthusiasm and lust for learning will more than make up for the pace. Your argumentative youngster may be practicing to become a great trial lawyer, and the artwork taped to your refrigerator may promise competition to Rembrandt in spite of the fact that you cannot tell which way is "up". Relax and enjoy the excitement.

3. Listen to your gifted child. Dinner may be about to burn and the telephone ringing, but <u>listen</u> because the question may be important and, if ignored, the curiosity to ask may disappear. The one thing we can all give our children is our undivided attention -- at least, most of the time.

4. Don't compare your gifted child to other children. It places on the gifted one the responsibility to be gifted all the time, and it certainly is not fair to whoever comes off second best. Every child is unique and special in some way.

5. It is a great big wonderful world. Show it to your gifted children in the form of trips, books music, museums, fire stations, digs, interesting people, wiggly things, daisy chains, and the magical chemistry that makes a cake rise.

6. Let them specialize if they want to. You may not enjoy living with dinosaurs by the year, but there are fringe benefits. They could be learning to do research, keeping notes, knowing the Dewey Decimal System, and keeping some kind of order in that disaster area that passes for a room, after you learn that there are things more important than neatness.

7. Education is expensive. Start saving now.

8. Children don't have to be gainfully employed every waking minute. There should be time to daydream, do baby things, and to lie on an unmade bed and contemplate the ceiling. Gifted children are usually creative children, and it is hard to be creative on schedule.

9. Don't expect your gifted child to live up to your unfulfilled aspirations. You may dream of "my son or daughter, the doctor", but he or she may have other heroes.

10. Let them do for themselves what they say they can do, because they probably know. If the child's judgement is faulty, that is learning too. Gifted children are future leaders who thrive on early responsibility. Parents are the ones who have the problem of letting go.

11. Praise your gifted child because he or she needs all the encouragement available. Praise him or her for the wonderful things accomplished. If the great experiment does not work and the shaky tower of blocks comes tumbling down, praise the child for trying. Inquiring minds must take intellectual risks, and risk taking needs to be supported and praised. Constructive criticism, recognizing good effort, is a form of praise, too.

12. Discipline is necessary and comes in the same shape for all brothers and sisters, whether gifted, curley-headed, or slowpokes. Giftedness is no excuse for unacceptable behavior.

13. Recognize that there are times to reach out a helping hand, and that there are times to get out of the way. Knowing the difference makes you a very gifted parent.

14. You cannot expect your perceptive gifted child to develop a high sense of morality if you cheat on your income tax. Would George Washington lie?

15. Let your home be a place where knowledge is valued and the quest for learning respected.

16. Remember that the fine line between encouragement and pushing may make the difference between a happy and productive youngster and an unfulfilled, underachieving child.

17. Be a welcome person at your child's school. You cannot switch to the competition (another public school system) anyway, there isn't any. Support the school's effort to provide for your child's special learning needs and demonstrate your genuine interest in quality education for all children.

18. Give houseroom to books and magazines, give prime time at the dinner table for discussion of topics of interest by all members of the family, and give praise to all efforts in the pursuit of excellence.

19. Parents of gifted children are people too. They need help and guidance in understanding and appreciating the special needs of their children without feeling inferior or jealous. Hostile feelings could lead to over protection, domination or exploitation of the child.

20. Don't expect your gifted child to be gifted all the time. That kind of halo makes for a very bad headache.

Remember, it is a privilege to be the parent of a gifted child. Most of the time it means a lot of fun, but sometimes the responsibility of helping your children become all they can become weighs heavily. Perhaps some day, these gifted children will make the world a better place.

25.

GIFTED AND TALENTED EDUCATION PARENT
ADVISORY COUNCIL
(GATE PAC)

Each September at a general meeting, every school in the District with a GATE program elects a representative and an alternate. This group makes up GATE-PAC.

This group meets once a month from September through June. Each May the group elects officers for the following school year. The officers consist of a president and a secretary.

The group produces several newsletters each year. One of their accomplishments was the establishment of preparation classes for taking the Scholastic Aptitude Test (SAT).

In the past, much of parent participation took the form of meetings in which parents assumed a passive role. They were told about the programs and the curricula. Under AB 1040, it is important for parents to be provided with avenues for input and involvement. Although it may be impractical for every parent to be active, a representative committee can be formed and a communication system established for all.

ORGANIZATIONS FOR PARENTS

1. Corona-Norco U.S.D.
   Gifted & Talented Educ. Parent Advisory Council
   (GATE PAC)
   Contact: Program Specialist for CNUSD GATE Prog.
   Phone: 736-3342
   Membership: Free
   Newsletter

2. Gifted Children's Association of Los Angeles
   P.O. Box 480156
   Los Angeles, CA 90048
   Phone: (213) 653-7132

3. Pegasus
   Contact: Lorraine Bostick/Laura Katz
   5431 Santa Rita Ave.
   Garden Grove, CA 92645
   Phone: 968-2780
   Private educational organization offering programs, seminars and services to students and parents. Open to any interested family.

4. California Association for the Gifted (CAG)
   Contact: CAG
   23684 Schoenborn Street
   Canoga Park, CA 91304
   Membership: $25.00 (subscription to CAG Communicator is included in fee)
   STATE Conference
   Regional Workshops
   A non-profit parent/professional network supporting quality education for gifted/talented locally and at the legislative lev[illegible].

5. The National Association for Gifted Children
   317 Gregory Drive
   Hot Springs, Arkansas 71901
   Membership: $20.00 per year
   Subscription: The Gifted Child Quarterly is included with membership

6. Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia 22091
   Membership: $15.00

7. Gifted Children's Association of the Foothills, Inc.
   P.O. Box 4132
   Covina, CA 91723
   Dues: $12.00 per family per year

RESOURCES FOR PARENTS

BOOKS

Arts and the Gifted, The. Richard Grove. Reston, Virginia: The Council for Exceptional Chidren. 1975.

Creativity. Paul E. Torrance. Washington, D.C.: National Education Association of the United States. 1963.

Curriculum Enrichment for Gifted in the Primary Grades, A, Ruth A. Martinson. Englewood Cliffs, New Jersey: Prentice-Hall. 1968.

Educating Gifted Children. Robert F. DeHaan and Robert J. Havighurst. Chicago: The University of Chicago Press. 1961.

Educating the Ablest, by Gowan and Torrance.

Gifted and Talented, The: A Handbook for Parents. Jeanne L. Delp and Ruth A. Martinson. Ventura, California: National/State Leadership Training Institute on the Gifted and Talented. Copies may be ordered from the Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001. $3.45 per copy.

Growing Up Gifted. Barbara Clark, Columbus: Charles E. Merrill Publishing Co., 1979.

Helping the Gifted Child. Paul A. Witty and Edith H. Grotberg. Chicago: Science Research Associates. This booklet can be ordered from SRA, 259 East Erie Street, Chicago, Illinois 60611.

How to Help Your Gifted Child: A Handbook for Parents and Teachers from The Gifted Child Society, Inc., New York: Monarch Press. $4.50 per copy.

Millers Analogies Book. Contemporary Publishing Company, 180 N. Michigan, Chicago, Illinois 60601.

Parents Guide to Children's Reading, A. Nancy Larrick. New York: Doubleday and Co., Inc.

Parentspeak on Gifted and Talented Children. Kay Coffey, Gina Ginsberg, Carrol Lockhart, DeLois McCartney, Carol Nathan, and Keith Wood. Ventura, California: National/State Leadership Training Institute on the Gifted and Talented. 1976

Posers. Philip Kaplan. New York: Harper and Row, '63.

Resources for the Gifted, Inc., 3421 North 44th Street, Phoenix, Arizona 85018.

Teaching the Gifted Child. Boston: Allyn and Bacon, Inc., 1964

Thinking Goes to School: Piaget's Theory into Practice. Hans G. Furch, Harry Wachs. New York: Oxford University Press, 1975.

Turning on Bright Minds, A Parent Looks at Gifted Education in Texas. Julie Ray. Houston: Prologues. Order: Prologues, 3133 Buffalo Speedway, Suite 216A, Houston, Texas 77098. $3.95 per copy + handling and postage.

MAGAZINES FOR PARENTS/EDUCATORS

CAG Communicator
23684 Schoenborn Street
Canoga Park, California 91304
(for the Calif. Assoc. for the Gifted)

The Gifted Child Quarterly
A subscription to this publication is included in the membership fee for The National Association for Gifted Children.

Gifted Children Newsletter
P.O. Box 115
Sewell, N. J. 08080

Journal of Creative Behavior
Creative Education Foundation
Buffalo, New York

G/C/T (Gifted, Creative, Talented)
G/C/T Publishing Company
Box 66654
Mobile, Alabama 36606

Gifted Advocacy Information Network, Inc.
225 W. Orchid Lane
Phoenix, Arizona 35021

Teaching Gifted Children
Croft-Nei Publication
24 Rope Ferry Road
Waterford, Connecticut 06386

Roeper Review
A Journal on Gifted Education
Roeper City and Country School
2190 N. Woodward
Bloomfield Hills, Michigan 48013

WINGS - Wisdom in Nurturing Gifted Students
4605 Brookhill Drive, North
Manlius, New York 13104

RESOURCES FOR STUDENTS

Absolutely Mad Inventions
by A. E. Brown & H. A. Jeffcott, Jr.
Dover Publications, Inc.
180 Varick St.
New York, N. Y. 10014

Arts and Crafts You Can Eat
by Vickie Cobb
J. B. Lippincott
E. Washington Square
Philadelphia, Pennsylvania 19104

Big Book of Writing Games and Activities
by Philip Kaplan, Sheila Madsen,
Bette Gould
Goodyear Publishing Co., Inc.
15115 Sunset Blvd.
Pacific Palisades, CA 90272

Coin Games and Puzzles
by Maxey Brooke
Dover Publications, Inc.
180 Varick St.
New York, N. Y. 10014

Educational Games for Fun
by Margaret E. Mulac
Harper & Row, Publishers
49 East 33rd St.
New York, N. Y. 10016

536 Puzzles and Curious Problems
by H. E. Dudeney
Charles Scribner's Sons
597 Fifth Avenue
New York, N. Y. 10017

For Those Who Wonder
by R. E. Myers, and E. Paul Torrance
Ginn and Co.
P.O. Box 191
Boston, Mass. 02117

Ingenious Mathematical Problems and Methods
by L. S. Graham
Dover Publications, Inc.
180 Varick St.
New York, N. Y. 10014

Make Your Own Animated Movie, Child's Edition
by Yvonne Anderson
Yellow Ball Workshop
62 Tarbell Avenue
Lexington, Mass. 02173

Make Your Own Comics
by Richard Cummings
Henry Z. Walck, Inc.
19 Union Square, West
New York, N. Y. 10003

Mammoth Book of Word Games, The

by Richard B. Manchester
Hart Publishing Co., Inc.
15 W. Fourth St.
New York, N. Y. 10012

Mathemagic: Magic, Puzzles and Games with Numbers
by Royal V. Heath
Dover Publications, Inc.
180 Varick Street
New York, N.Y. 10014

MAGAZINES FOR STUDENTS

Ranger Rick
National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036

National Geographic World
National Geographic Society
1145 17th Street
Washington, D.C. 20036

Zoonooz
Zoological Society of San Diego
Box 551
San Diego, CA 92112

Zoo Books
Wildlife Education, Ltd.
930 W. Washington Street
San Diego, CA 92103

Discover
Time, Inc.
1271 Avenue of the Americas
New York, N.Y. 10020

Do not follow where the
path may lead,
Go, instead where there
is no path,
And leave a trail.

Anonymous

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